**The Williams Model to Develop Ideas**

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| **Aspect** | **Definition** | **Questions** |
| **Paradox** | Paradoxes can be used to evaluate ideas and challenge pupils to reason and find proof. |  |
| **Analogy** | Pupils find the similarities between things and compare one thing to another. |  |
| **Discrepancy** | Pupils should be challenged to discuss what is not known or understood. |  |
| **Provocative Question** | These are questions that require thoughtful consideration to clarify meaning or develop new knowledge. Use Bloom’s Taxonomy. |  |
| **Organised Random Search** | Given a situation or body of knowledge, pupils search for other information to answer questions such as, what would you do or what would you have done? |  |
| **Tolerance for Ambiguity** | Open-ended questions |  |
| **Intuitive Expression** | Empathy questions |  |
| **Evaluative situations** | Evaluate solutions and answers in terms of their consequences and implications — pose the question what if? |  |
| **Visualisation skills** | Provide opportunities for pupils to perceive or visualise themselves in many contexts. |  |